



Oxford Cambridge and RSA

GCE

Sociology

H180/01: Socialisation, culture and identity

AS Level

Mark Scheme for June 2023

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS**PREPARATION FOR MARKING**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: RMA³ *Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor,

which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:

- there is nothing written in the answer space















Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the RMA³ messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following:

11. Annotations

Annotation	Meaning
	Knowledge and Understanding: studies, theories, policies, methods
	Sociological evidence / concepts/theory
	Developed Point: fully explained in a relevant way
	Underdeveloped: Partially explained, but requiring more depth
	Application/Interpretation.
	Lip service:
	Evaluation
	Example/Reference
	Justification
	Unsubstantiated/ undeveloped/ implicit: accurate without explanation/ support
	Unclear/confused/lacks sense not creditable
	Irrelevant: not related to the topic area and/or non-sociological
	Repetition
	Extendable vertical wavy line

Answer	Mark	Guidance
Section A		
<p>1. Define the concept of disability.</p> <p>AO1 Knowledge and Understanding</p> <p>Level 4: 4 marks Excellent knowledge and understanding of the concept of disability. Responses will use precise sociological knowledge and will demonstrate a detailed understanding. Candidates may use examples to illustrate understanding of definition. There will be a full core definition with further fully developed point.</p> <p>Level 3: 3 marks Good knowledge and understanding is displayed. There will be an accurate definition, but it may be underdeveloped with a fully developed explanation point or, there may be a full core definition with an underdeveloped explanation point.</p> <p>Level 2: 2 marks Basic knowledge and understanding. The definition may only be partial, or the answer may rely totally on examples, without a core definition.</p> <p>Level 1: 1 mark Limited knowledge which is likely to be very confused.</p> <p>0 marks No relevant sociological knowledge or understanding.</p>	<p>4</p>	<p>Definitions may refer to the following:</p> <ul style="list-style-type: none"> • The restriction or lack of ability to perform an activity in the manner or within the range considered 'normal' • The inability to fully take part in activities that the majority take-for-granted • There may be a focus on the medical or social model of disability. <p>Possible studies/ concepts (not compulsory for full marks):</p> <ul style="list-style-type: none"> • Shakespeare – link to learned helplessness (Seligman) • Medical and social model • Gill – identity and disability • Murigami – self identity • Zola – negative identity <p>Examples may refer to the following:</p> <ul style="list-style-type: none"> • Changes in attitudes to disability • Changes in law e.g. Equal opportunities Act • Differences in how definitions of disability vary

	Answer	Mark	Guidance
	Answer	Mark	Guidance
2	<p>With reference to source A, identify and briefly explain two ways religion can affect identity.</p> <p>AO1 Knowledge and Understanding 2 marks Candidates correctly identify and briefly explain two ways religion can affect identity.</p> <p>1 mark Candidates correctly identify only one example.</p> <p>AO2 Application Level 4: 4 marks The response interprets two accurate examples and applies them to religious identity and the source in an explicit way.</p> <p>Level 3: 3 marks The response interprets two accurate examples and applies them to religious identity and the source but one may be developed and one may be undeveloped.</p> <p>Level 2: 2 marks The response only interprets one accurate example and applies it to religious identity and the source in an explicit way.</p> <p>Level 1: 1 mark The response interprets one accurate example and applies it to religious identity and the source in an implicit way.</p> <p>0 marks No relevant interpretation or application.</p>	6	<p><i>Examples applied from the source</i></p> <ul style="list-style-type: none"> • Religious clothing or dress • Attendance at a religious building • Praying • The way religion can influence norms and values • Any other reasonable response <p>There may be links to studies e.g. Ghumann, Modood, Butler, Shain but this is not necessary to achieve full marks</p> <p><i>Other examples may include any of the following:</i></p> <ul style="list-style-type: none"> • Family tradition • Belief in a Higher Power • Celebration of certain festivals • Reading and teaching of religious texts • Possessing religious artefacts e.g. Rosary beads or crucifix • Attendance on religious pilgrimage • Religious customs e.g. fasting • Religious laws/rules e.g. diet • Examples from any religion • Any other reasonable response

	Answer	Mark	Guidance
3	<p>Using source B and your wider sociological knowledge, explain how the workplace socialises individuals.</p> <p>AO1 Knowledge and Understanding Level 4: 4 marks Candidates display an excellent knowledge and understanding of how the workplace socialises individuals. The answer will be wide ranging, detailed, accurate and conceptual. Typically, there will be at least two developed points.</p> <p>Level 3: 3 marks Candidates display good knowledge and understanding. The answer may be underdeveloped and superficial, or detailed but narrow. One fully developed point can reach this level.</p> <p>Level 2: 2 marks Candidates display basic knowledge and understanding. Typically, answers will be undeveloped, unsubstantiated, partial and confused. One underdeveloped point can reach this level or two undeveloped points.</p> <p>Level 1: 1 mark Candidates display limited knowledge and understanding. Typically, there may only be vague representations of topic area and a tendency towards common sense. One undeveloped point can reach this level.</p> <p>0 marks No relevant sociological knowledge or understanding.</p>	8	<p>Relevant studies and theories:</p> <ul style="list-style-type: none"> • Formal/informal sanctions e.g. code of conduct or employee of the month • Re-socialisation • Waddington – Canteen Culture • Reinforces hierarchy • Examples of norms and values such as attendance, punctuality, promotion • Links to theory e.g. Marxism – workers and bosses, Feminism – patriarchal elements of the workplace • Any other reasonable response <p>The source may be discussed in the following way:</p> <ul style="list-style-type: none"> • Formal socialisation • Acceptable dress code • Acceptable behaviour e.g. collaborating and working together • Standards of behaviour at a meeting • Use of technology (ipad) • Notion of hierarchy • Any other reasonable response

<p>AO2 Application Level 4: 4 marks Candidates display an excellent ability to apply evidence from this source and wider sociological knowledge to this question. There will be an application of the source to the question.</p> <p>Level 3: 3 marks Candidates show a good ability to apply evidence from the source and their wider sociological knowledge to this question. The response will interpret evidence from the source but the link to the wider sociological knowledge may be more implicit.</p> <p>Level 2: 2 marks Candidates display a basic ability to apply evidence from either the source or their wider sociological knowledge to the question. The response may be generalised without explicit reference to the source. Alternatively, the response may only refer to the source without any wider sociological knowledge.</p> <p>Level 1: 1 mark There will be a limited ability to apply evidence from the source or wider sociological knowledge to the question. The response will be marginally relevant.</p> <p>0 marks No relevant application.</p>		
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	Answer	Mark	Guidance
4.	<p>Outline and briefly evaluate the view that ethnic identities are now hybrid.</p> <p>AO1 Knowledge and Understanding Level 4: 4 marks Candidates will display good knowledge and understanding. There will be wide ranging, detailed, explicit and frequent use of sociological concepts and evidence. Typically, there will be at least two developed points.</p> <p>Level 3: 3 marks Candidates will display some knowledge and understanding. Responses will be wide ranging or detailed. There will be some use of sociological concepts / evidence, but it may be two underdeveloped or one fully developed point can reach this level.</p> <p>Level 2: 2 marks Candidates show a basic knowledge and understanding. Knowledge will be narrow but will have some coherence or responses may be undeveloped and partial. Responses may be generalised. Typically, one underdeveloped point can reach this level.</p> <p>Level 1: 1 mark Candidates display a limited knowledge and understanding.</p>	12	<p>Evidence in support of the view:</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> • White- wannabes – Nayak • Modern Primitives – Vale and Juno • Hutnyk – cultural exchange and cultural appropriation • Cashmore – rap music as hybrid • Johal – BrAsian culture • Back – neighbourhood nationalism • Brah – code-switching • Post-modern perspective of pick and mix and supermarket of style - Polhemus • Any other relevant response <p>Evidence against the view:</p> <ul style="list-style-type: none"> • Still a lot of subcultures based on traditional ethnicity lines e.g. Hebdige, Nightingale, Bourgois, Sewell, Archer, Strand and Wilson • Ethnic identities in family life are often traditional – Anwar, Modood • Ethnic identities in Religion are not very often hybrid – Modood, Butler • References to media portrayal and ethnicity in education • Hybridity is not the success it is portrayed, and issues of racism and prejudice deeply divide society e.g. reasons for the Black Lives Matter movement. • Sociology has been slow to research hybridity and has been

<p>There may be one or two ideas, and these may be confused in places.</p> <p>AO2: Application Level 4: 4 marks Candidates display an excellent ability to apply relevant sociological material to the question. The material is consistently related to the question.</p> <p>Level 3: 3 marks Candidates display a good ability to apply relevant sociological material to the question in an implicit way. The material is generally related to the question.</p> <p>Level 2: 2 marks Candidates display a basic ability to apply relevant sociological material to the question. The response may be partially relevant.</p> <p>Level1: 1 mark There will be a limited ability to apply sociological material to the question. Responses are likely to be marginally relevant.</p> <p>0 marks No relevant application.</p> <p>AO3 Analysis and Evaluation Level 4: 4 marks Candidates display an excellent ability to analyse and evaluate the view. There will be a range of explicit evaluative points, both for and against the view which are accurate and developed. Typically, there will be at least two developed points.</p>	<p>ethnocentric</p> <ul style="list-style-type: none"> Any other relevant response
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<p>Level 3: 3 marks Candidates display a good ability to analyse and evaluate the view. There will be some explicit evaluative points, but these are likely to be underdeveloped or one fully developed point can reach this level.</p> <p>Level 2: 2 marks Candidates display a basic ability to analyse and evaluate the view. There will be a lack of range of evaluative points and responses are likely to be partial, confused and undeveloped. One underdeveloped point can reach this level.</p> <p>Level 1: 1 mark Candidates display a limited ability to analyse and evaluate the view. Typically, the response will be minimal, assertive, and / or tangential to the question. There may be one undeveloped point.</p> <p>0 marks No relevant analysis or evaluation.</p>		
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Answer	Mark	Guidance
SECTION B: OPTION 1 – Families and Relationships		
5 Define and briefly explain the concept of same sex families. PLEASE REFER TO APPENDIX 1	5	Responses may include the following: A homosexual or gay couple living together with children. <ul style="list-style-type: none"> • May refer to changes in legislation such as civil partnerships and same sex marriage Candidates may refer to specific examples and/or studies to illustrate the concept such as: <ul style="list-style-type: none"> • Changing attitudes and values • Changes in law • Giddens – transformation of intimacy • Weeks – chosen families • Calhoun – acceptance of gay and lesbian lifestyles • ONS statistics BSA surveys on same sex relationships • Any other reasonable point.
6 Identify and briefly explain two ways grandparents contribute to family life. PLEASE REFER TO APPENDIX 2	8	References may be made to the following: <ul style="list-style-type: none"> • Time, money, emotional care • Reserve Army of Labour – Jones • Childcare • Beanpole families – Brannen • Other positive contributions • Any other reasonable response
7 Explain how childhood has changed in contemporary society PLEASE REFER TO APPENDIX 3	12	References may be made to: <ul style="list-style-type: none"> • Increasingly child-centredness through smaller families, shorter working hours and greater affluence • Extension of education • Children’s rights e.g. Children Act • Concerns about children e.g. Furedi, Cunningham • Children as consumers – pester power • Toxic childhood - Palmer • Any other reasonable response

Answer/Indicative content	Mark	Guidance
<p>8 Evaluate the New Right view that the nuclear family remains the best type of family.</p> <p>PLEASE REFER TO APPENDIX 4</p>	<p>20</p>	<p>References may be made to:</p> <ul style="list-style-type: none"> • Dennis and Erdos – children raised by single parents have a lower attainment and poor health • Murray – lone parent families become benefit dependent and part of an underclass • Functionalism in agreement – Parsons • Leach – cereal packet family • Murdock – nuclear family is universal • Popenoe – biological imperatives <p>Evaluation:</p> <ul style="list-style-type: none"> • Criticised for looking back to a ‘golden age’ • Chambers – fear of lone parent families are a moral panic • Feminist critique - the nuclear family ideology devalues other family relationships • Nuclear family as having a dark side – Dobash and Dobash • Marxist views that the nuclear family only serves to meet the needs of capitalism • Postmodernism – family diversity – Rappoport • Any other reasonable response

Answer/Indicative content	Mark	Guidance
SECTION B: OPTION 2 – Youth subcultures		
<p>9 Define and briefly explain the concept of a gang.</p> <p>PLEASE REFER TO APPENDIX 1</p>	5	<p>Responses may include the following:</p> <ul style="list-style-type: none"> • A group of people (often young) who regularly associate together • Can often be portrayed negatively by the media or police as a group who may cause harm to the community and/or be involved in criminality or violence • May have key features such as a name, territory, leader, hierarchy and set of rules for membership • Can be quite distinctive and may stand out in terms of style, dress, music, taste and attitudes <p>Candidates may refer to specific examples and/or studies to illustrate the concept such as:</p> <ul style="list-style-type: none"> • Famous gangs such as the crips, bloods, Hell's Angels • Bourgois – crack dealers • Patrick – The Glasgow Gang • Spectacular subcultures e.g. Punks – Hebdige, Teddy Boys – Clarke etc • Cohen – Mods and Rockers • Cloward & Ohlin – illegitimate opportunity structures • Decker & van Winkle – pulls and pushes • Any other reasonable response
<p>10 Identify and briefly explain two ways subcultures are related to gender.</p> <p>PLEASE REFER TO APPENDIX 2</p>	8	<p>Responses may include the following:</p> <ul style="list-style-type: none"> • Have been largely ignored because of malestream sociology – Heidensohn • McRobbie and Garber – invisibility e.g. bedroom culture • Thornton – females had less disposable income • Changing roles e.g. sk8er girls, New Wave girls, ladettes, riot grrls, ragga girls • Connell – Hegemonic masculinity • Willis – the lads • Miller – Focal Concerns

			<ul style="list-style-type: none"> • Messerschmit – doing masculinity • Mac an Ghail – the macho lads • Any other reasonable response
11	<p>Explain how subcultures are changing in contemporary society.</p> <p>PLEASE REFER TO APPENDIX 3</p>	12	<p>Responses may include the following:</p> <ul style="list-style-type: none"> • Postmodern view on the decline of spectacular subcultures • Maffesoli – emergence of neo-tribes instead of fixed subcultures • MIPS – club culture • Bennett – nightclub culture based on fashion, music and lifestyle that was mix and match • Thornton – social logic of subcultural capital • Polhemus – supermarket of style • Any other reasonable point
12	<p>Evaluate the interactionist view that the media is responsible for youth deviance.</p> <p>PLEASE REFER TO APPENDIX 4</p>	20	<p>Responses may include the following:</p> <p>Theories:</p> <ul style="list-style-type: none"> • Interactionism / labelling theory <p>Studies / concepts:</p> <ul style="list-style-type: none"> • Becker – labelling and self-fulfilling prophecy • Moral panic studies (media labelling - e.g. S. Cohen Mods and Rockers, J. Fawbert Hoodies; Jock Young – hippies, Brown - rave) • Deviancy amplification (stages, spiral) – Cohen, Young, Wilkins • Stages in the development of a moral panic (Goode and Yehuda) • Furedi - moral panics and risk • Hall (Neo-Marxism) - mugging as a moral panic • Impact of labelling by media on deviance: Alexander – The Art of Being Black, The Asian Gang, Sewell – gangsta rap <p>Evaluation:</p> <ul style="list-style-type: none"> • Marxist/Neo-Marxist views – Lea and Young, participation in subcultures is because of marginalisation and relative deprivation • Functionalist views – Merton, Cloward and Ohlin, Cohen

			<ul style="list-style-type: none">• New Right explanations - Murray• Culture and identity-based explanations such as class, gender, ethnicity etc.• Any other reasonable response
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	Answer	Mark	Guidance
SECTION B: OPTION 3 – Media			
13	<p>Define and briefly explain the uses and gratifications model.</p> <p>PLEASE REFER TO APPENDIX 1</p>	5	<p>Responses may include the following:</p> <ul style="list-style-type: none"> • Focus on way people’s needs influence how they use and respond to media • Audience is an active agent using the media for their own purposes and satisfaction • Seen as ‘what people do with the media’. <p>Candidates may refer to specific examples and/or studies to illustrate the concept such as:</p> <ul style="list-style-type: none"> • Zillman – influence of mood on media choice • Mcquail common uses are: information, personal identity, integration and entertainment • Certain social groups use the media in certain ways e.g. elderly may watch soaps for a sense of family • Any other reasonable response
14	<p>Identify and briefly explain two ways media representations of femininity have changed.</p> <p>PLEASE REFER TO APPENDIX 2</p>	8	<p>Responses may include:</p> <ul style="list-style-type: none"> • Gauntlett – shift in gender roles in the media • Gill – change from passive to active for women in advertising • Glascock – portrayals of strong independent women • Westwood – transgressive females • Any other reasonable response

	Answer/Indicative content	Mark	Guidance
15	<p>Explain how minority ethnic groups are still stereotyped.</p> <p>PLEASE REFER TO APPENDIX 3</p>	12	<p>Responses may include the following:</p> <ul style="list-style-type: none"> • Van Dijk – media represents minority ethnic groups in 5 ways: criminal, Abnormal, threat, dependent and unimportant. • Malik – contemporary media does not represent the ethnic reality • Barker – Eastenders can still be considered as stereotypical • Hall – black and Asian actors are never the stars • Media representations of asylum seekers and refugees as negative (GMG research) • Dominant hegemony • Neo-Marxism • Tokenism • Ghettoisation • Hall – ghettoization through diverse / pluralist means preventing mainstream from looking at the issues • Poole – ethnocentric reporting • Akinti: simplistic stereotyping, stigmatising or criminal • Any other reasonable response
16	<p>Evaluate the pluralist view of the media</p> <p>PLEASE REFER TO APPENDIX 4</p>	20	<p>Pluralist perspective focusing on:</p> <ul style="list-style-type: none"> • Diversity and choice • Supply and demand • Media professionals (professional values) • The media as the fourth estate of democracy • Contemporary examples of diversity of media representations of social groups. • Any other reasonable response <p>In evaluation:</p> <ul style="list-style-type: none"> • Neo-Marxist view the media reflects the interests of the dominant ruling class. • Marxist view of the media being the opium of the people • Feminist view - the media is gender biased and represents the interests of men. • Postmodern view of diversity and choice

APPENDIX 1

AO1: Knowledge and understanding - (5 marks)		
Level	Marks	GENERIC MARK SCHEME FOR OPTIONS, QUESTIONS 5, 9 AND 13
4	4-5	Candidates display an excellent knowledge and understanding which will be accurate and detailed. There will be explicit and frequent use of sociological concepts and evidence. Expect a core meaning of the definition and a detailed explanation. At the top of this level the candidate will accurately define the concept and offer a very detailed explanation. At the bottom of the level the core meaning will be explicit, but the explanation may be underdeveloped in parts.
3	3	Candidates will display a good knowledge and understanding but the explanation and definition may be underdeveloped.
2	2	Candidates display basic knowledge and understanding. Responses will be lacking range and depth. Typically, responses will be undeveloped /unsubstantiated / partial / confused. There may be an over-reliance on examples rather than concepts, studies and theories.
1	1	Candidates show a limited knowledge and understanding. Evidence will be limited, with vague representations of the topic area and / or with a tendency towards common sense.
0		No relevant sociological knowledge or understanding.

APPENDIX 2

AO1: Knowledge and understanding (4 marks)		
Level	Marks	GENERIC MARK SCHEME FOR OPTIONS, QUESTIONS 6, 10 AND 14
4	4	Candidates display an excellent knowledge and understanding of the two ways. The answer will be accurate and conceptual. There will be two ways, fully developed.
3	3	Candidates display a good knowledge and understanding of two ways. There will be some sociological evidence but typically it may be unbalanced: one fully developed and one undeveloped/underdeveloped point.
2	2	Candidates display basic knowledge and understanding which will be lacking range and depth. Typically, answers will be two undeveloped or underdeveloped ways or one fully developed way
1	1	Candidates display limited knowledge and understanding. Typically, there may only be vague representations of topic area or one undeveloped or underdeveloped way.
0		No relevant sociological knowledge or understanding.

AO2: Application (4 marks)		
Level	Marks	Generic Mark Scheme questions 6, 10 and 14
4	4	Candidates display an excellent ability to apply knowledge to the specific question.
3	3	Candidates show a good ability to apply knowledge to this question in an implicit way.
2	2	Candidates display a basic ability to apply knowledge to the question. The response may be partially relevant.
1	1	There will be a limited ability to apply knowledge to the question. Responses are likely to be marginally relevant.
0		No relevant interpretation or application.

APPENDIX 3

AO1: Knowledge and understanding (8 marks)		
Level	Marks	GENERIC MARK SCHEME FOR OPTIONS, QUESTIONS 7, 11 AND 13
4	7–8	Candidates display an excellent knowledge and understanding which is wide-ranging and detailed. The reasons given will be accurate with a range of precise sociological evidence. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. At the top of the band there will typically be three developed points and at the bottom there will be two developed and one underdeveloped point.
3	5-6	Candidates display a good knowledge and understanding which is either wide-ranging or detailed. There will be some reasons given but typically it may be underdeveloped and superficial. There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence. There will typically be two developed points or three underdeveloped points. At the bottom of the band expect at least one developed point or one developed and one underdeveloped point.
2	3-4	Candidates display basic knowledge and understanding which will be lacking range and depth. Typically, the reasons given will be undeveloped, unsubstantiated, partial and confused. The information has partial relevance and is presented with limited structure. Typically, there will be two underdeveloped points or one underdeveloped and a range of undeveloped points. At the bottom of the band, expect one underdeveloped or more than one undeveloped points
1	1 -2	Candidates display limited knowledge and understanding. Typically, responses may be very narrow or have a tendency towards anecdote. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence might not be clear. At the top there will be one undeveloped point and at the bottom there will just be a vague representation.
0		No relevant sociological knowledge or understanding.

AO2: Application (4 marks)		
Level	Marks	Generic Mark Scheme questions 7, 11 and 13
4	4	Candidates display an excellent ability to apply knowledge to the specific question.

3	3	Candidates show a good ability to apply knowledge to this question.
2	2	Candidates display a basic ability to apply knowledge to the question. The response may be partially relevant.
1	1	There will be a limited ability to interpret knowledge to the question. Responses are likely to be marginally relevant.
0		No relevant interpretation or application.

APPENDIX 4

AO1: Knowledge and understanding - (6 marks)		
Level	Marks	GENERIC MARK SCHEME OPTIONS, QUESTIONS 8, 12 AND 16
4	5-6	Candidates display an excellent knowledge and understanding. There will be a range of relevant concepts and/or studies and/or theories which are accurately explained and developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. At the top of the band there will typically be three developed points and at the bottom there will be two developed and one underdeveloped point
3	3-4	Candidates display a good knowledge and understanding of the view. Knowledge is likely to be underdeveloped, and / or narrow. There will be some reasons given but typically it may be underdeveloped and superficial. There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence. There will typically be two developed points or three underdeveloped points. At the bottom of the band expect at least one developed point or one developed and one underdeveloped point.
2	2	Candidates display a basic knowledge and understanding of the view. Knowledge is likely to be lacking in quantity, undeveloped, partial and / or unsubstantiated. The information has partial relevance. Typically, there will be two underdeveloped points or one underdeveloped and one undeveloped points or a range of undeveloped points.
1	1	Candidates display a limited knowledge and understanding. There will be vague representations of the topic area and / or a tendency towards common sense and the response is likely to be very confused. Typically, there will be one underdeveloped or one undeveloped point.
0		No relevant sociological knowledge or understanding.

AO2: Application (4 marks)		
Level	Marks	Generic Mark Scheme questions 8, 12 and 16
4	4	Candidates apply relevant sociological theories/ studies / evidence to the view in the question in a wide-ranging and explicit way.
3	3	Candidates apply knowledge of the view in the question in an implicit way.

2	2	Candidates apply knowledge of the view in a basic way. Responses are likely to contain evidence / concepts which are generalised and not directly related to the question.
1	1	Candidates apply a limited level of knowledge to the view.
0		No relevant interpretation or application.

AO3: Analysis and Evaluation (10 marks)

Level	Marks	GENERIC MARK SCHEME OPTIONS, QUESTIONS 8, 12 AND 16
4	9-10	Candidates display an excellent ability to analyse and evaluate the view. There will be a range of explicit evaluative points which are accurate and developed. At the top of the band there will typically be four developed points and at the bottom there will be three developed points and one under/undeveloped point
3	6-8	Candidates display a good ability to analyse and evaluate the view. There will be some explicit evaluative points, but these are likely to be lacking in range and possibly underdeveloped. There will typically be three developed points or four or more underdeveloped at the top of the band or two developed points or one developed and two underdeveloped at the bottom.
2	3-5	Candidates display a basic ability to analyse and evaluate the view. There will be a lack of range of evaluative points and responses are likely to be partial, confused and undeveloped or entirely juxtaposed. One developed point or one developed point with an un/underdeveloped point could be at the top of this in this level. At the bottom of the band, expect one underdeveloped point or more than one undeveloped points
1	1 -2	Candidates display a limited ability to analyse and evaluate the view. Typically, the response will be minimal, assertive, and / or tangential to the question. At the top there will be one undeveloped point and at the bottom there will just be a vague representation/assertive in tone
0		No relevant analysis or evaluation.

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